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ABSTRACT

A survey of professional publications concerned with curriculum and instruction in the learning and teaching of literature at the elementary and secondary levels, this annotated bibliography derives principally from the ERIC database. The 207-item bibliography includes titles dating from 1980 through 1988. The selections are divided into sections on: (1) adolescent literature; (2) booklists (elementary, secondary, and general); (3) cultural diversity; (4) curriculum materials; (5) drama and oral interpretation; (6) exceptional children; (7) gender issues; (8) interdisciplinary approaches; (9) literature instruction (elementary, secondary, and general); and (10) writing and literature. (NKA)

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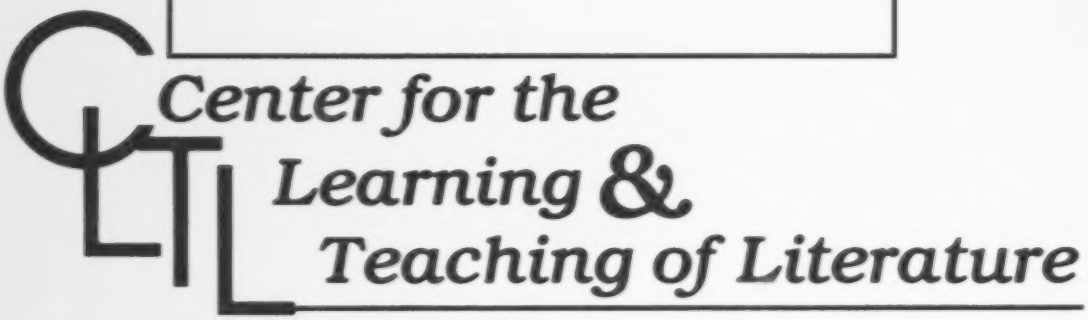
Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature

James Bradley



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Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature

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Resource Series R.2

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Center for the Learning and Teaching of Literature

The Center for the Learning and Teaching of Literature is a research and development center located at the University at Albany, State University of New York. The Center was established in 1987 with funds from the U.S. Department of Education, Office of Educational Research and Improvement, and from the National Endowment for the Arts. The Center's mission is to improve the teaching of content knowledge and critical-thinking strategies that contribute to literary understanding, particularly at the middle and high school levels.

Center-sponsored research falls into three broad areas: 1) surveys of current practice in the teaching of literature, including studies of both what is taught and how it is taught; 2) studies of alternative approaches to instruction and their effects on students' knowledge of literature and critical-thinking abilities; and 3) studies of alternative approaches to the assessment of literature achievement, including both classroom-based and larger-scale approaches to testing.

The Center also promotes good practice in the teaching of literature through conferences and seminars, through the development of computerized bibliographies on research and practice in the teaching of literature, and through publications that present the Center's own research and provide other resources for research and practice. To receive a list of current publications, please write to CLTL, School of Education, University at Albany, 1400 Washington Avenue, Albany, NY 12222.

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Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature

James Bradley

Introduction

The following annotated bibliography was compiled from a search of the ERIC database, and from a review of other materials that have been brought to the attention of the Literature Center. The bibliography surveys professional publications concerned with curriculum and instruction in the learning and teaching of literature at the elementary and secondary levels. Only materials published since 1980 are included. Works published in foreign languages or concerning foreign curricula are included only if they are applicable to study in U.S. schools. Commercially available student materials are excluded.

This bibliography is a beginning in building a comprehensive bibliography of resources in the teaching of literature. We would appreciate receiving information about additional materials for inclusion in the database.

In our database, each bibliographic entry is indexed under several different topic headings. For the purpose of this report, they are listed under a primary index heading, so that all entries are listed only once. Upon request, the Center will conduct more detailed searches on specific topics. For more information, contact:

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Adolescent Literature

1. Burns, P. (1985). Desperate in Peoria (how come everything we read has to be so depressing?). English Journal, 74(2), 76-77.

   Burns suggests that real life can be depressing enough without subjecting teenagers to a steady diet of reading assignments whose content is largely negative. She laments that a search has turned up so few examples of "good" literature and asks for suggestions.

2. Ellis, W. G. (Ed.). (1983). The ALAN Review, 10(3).

   The articles in this issue of The ALAN Review focus on adolescent literature. The issue also contains a review of media materials for use in teaching adolescent literature, brief reviews of new books, and the abstract of a dissertation that surveyed the status of the young adult novel in the secondary school English classroom.

3. Ellis, W. G. (Ed.). (1984). The ALAN Review, 11(2).

   Intended for the junior high school or secondary school English teacher, the seven articles and features in this journal focus on young adult literature and the adolescent audience. Some titles of articles include: "Writing for Adolescents: Pleasures and Problems"; "Rural Youth: The Forgotten Minority"; and "Before 'Teaching' a Novel: Some Considerations."

4. Ellis, W. G. & Ward, D. (Eds.). (1981). The ALAN Review, 9(1).

   The seven articles in this journal issue focus on adolescent literature. Topics include: a discussion of the treatment of outsiders, such as the mentally ill, in four Roy Brown mysteries; the image of the teacher in adolescent fiction; tracing the theme of disillusionment and despair from Catcher in the Rye to Cormier's novels; and an analysis of the recent works of Paul Zindel. The issue also contains a review of media materials for use in teaching adolescent literature.

5. Gallo, D. (1984). What should teachers know about YA [Young Adult] lit for 2004. English Journal, 73(7), 31-34.

   The author describes what future teachers should know about the quality, opinions, developmental stages, variety, use and availability of adolescent literature in the years to come.

6. Goodhope, J. (1984). Love, hate, manipulate: How teachers rate in YA fiction. English Journal, 73(7), 52-53.

From a sample of young adult novels, this journal article describes how teachers are commonly portrayed in young adult fiction. Their primary roles are as objects of humor, love, and outright hatred, and as shrewd manipulators and innocent victims.

7. Goodwin, P. (1985). Elements of utopias in young adult literature. English Journal, 74(6), 66-69.

   The author discusses several books that contain utopian elements. She finds that utopias act as catalysts to young people exploring issues of personal growth through reading.

8. Johnson, W. H. (1984). A stepping stone to Melville. English Journal, 73(4), 69.

   The author states that reading Scott O'Dell's popular juvenile book, The Island of the Blue Dolphins, can increase high school students' comprehension and appreciation of Herman Melville's The Encantadas, as both works are fictional treatments of the same historic event.

9. Lander, F. A. (1981). War and peace in adolescent literature. Unpublished master's thesis, University of Akron, Akron, OH. (ERIC Document Reproduction Service No. ED 248 169)

   This document examines war and peace in adolescent literature. Adolescent literature, especially historical fiction, is described as an effective instrument for teaching about occurrences such as the Nazi Holocaust and the Vietnam War. The importance of authenticity in literature is emphasized as is the need to present students with realistic rather than glorified accounts of war. The work contains an annotated bibliography which consists primarily of fictional and narrative biographical accounts dealing with war and peace. Plot, theme, and style are analyzed with recommendations regarding individual and class use.

10. Lukenbill, W. B. (1981). Family systems in contemporary adolescent novels: Implications for behavior information modeling. Family Relations, 30(2), 219-27.

    This work examines the nature of family social interactions appearing in contemporary novels written especially for adolescent readers. Topics include: (1) family structures and parenting behavior; (2) family decision-making processes; (3) autonomy; (4) affect; and (5) global-health-pathology. As a norm, families were not functioning optimally, but they were not dysfunctional.

11. Matter, R. M. (1984). The historical emergence of adolescence: Perspectives from developmental psychology and adolescent literature. Adolescence, 19(73), 131-42.

    The author reviews literature that reflects the emergence of adolescence as a recognized stage in human development. She describes both cognitive and stage theories of adolescence and medieval concerns as well as twentieth century interest.

12. McBroom, G. (1981). Research: Our defense begins here. English Journal, 70(6), 75-78.

This article contains a summary of research on young adult literature, including reading interest surveys, studies on the developmental stages of adolescents, analyses of characterizations in young adult novels, and approaches for using this literature in the classroom. The author provides a bibliography of resources about adolescent/young adult literature.

13. Nelms, B., & Nelms, B. (1985). The farfaring imagination: Recent fantasy and science fiction. English Journal, 74(4), 83-86.

The authors review books of fantasy and science fiction written for young adults. They point out that fantasy exercises the imagination, helps readers clarify genuine problems, and allows for escape from everyday reality at the same time that it generates hope.

14. Nelms, B., & Nelms, B. (1984). Ties that bind: families in YA books. English Journal, 73(7), 98-101.

This journal article describes novels and poetry anthologies that treat the family with sympathy. There are stories of warm families, realistic stories of normal tensions, and stories that deal fairly with children estranged from their parents.

15. Nelms, B., & Nelms, B. (1986). Wars and rumors of wars. English Journal, 75(3), 106.

The authors list adolescent novels that dramatize the trauma of war for the young.

16. Nugent, S. M. (1986). Traditional New England in young adult literature. English Journal, 75(7), 38-42.

The purpose of this piece is to examine the effects of catalytic, symbolic, antagonistic, and melding New England settings as they reveal conflicts of values in fiction.

17. Reed, A. E. (1986). Laughter as medicine. The ALAN Review, 14(1).

Humor in adolescent literature is the focus of the articles in this themed journal issue. Ten articles are included in the issue, including: "Of Fiction and Madness" (Paul Zindel); "I Want To Make Them Laugh" (Ellen Conford); "What Every English Teacher Should Know About Free Reading" (Dick Abrahamson and Eleanor Tyson); and "Fifty YA Books Out of the Past Still Worth Reading: Or, Enjoyment Is There if You Search for It" (Ken Donelson).

18. Salomone, R. E. (Ed.). (1985). Literature for children. Urbana, IL: National Council of Teachers of English.

These fourteen articles provide a serious look at literature for children. Subject matter ranges from the issue of gender bias in children's books to an author's view of children's literature in the elementary classroom.

19. Sewell, E. P. (Ed.). (1981). Young adult literature. English in Texas, 13(2).

The major articles in this journal issue deal with various aspects of young adult literature. The specific article topics are: (1) questions worth asking students about young adult novels; (2) the five major functions of adolescent literature in high school literature programs; (3) South-western literature for adolescents; (4) teaching literature of the Southwest to high school students; and (5) an approach to motivating adolescents to read. The issue also contains reviews of other resources that focus on adolescent literature.

20. Small, R. C., Jr. (1981). Meeting bias in children's and young adults' literature. Phi Delta Kappan, 62(9), 664-65.

    Stereotypes and bias exist in literature, as in real life. Rather than protecting students from bias, teachers must prepare students to recognize and resist it.

21. Small, R., & Kelly, P. P. (Eds.). (1986). A critical look at literature worth teaching. Urbana, IL: National Council of Teachers of English.

    Students are not mere passive gatherers of facts, but creators who bring their experiences and understanding to a dynamic interaction with a work of literature. With this in mind, the authors of these articles suggest works that can serve as partners in the vital interaction between reader and literature.

22. Tunnell, M. O. (1987). Books in the classroom. Horn Book Magazine, 63(4), 509-11.

    The work offers an appreciation of Tuck Everlasting, a young adult novel by Natalie Babbitt. The novel deals with death and the purpose of life, and the author recommends it particularly for reading aloud in the classroom.

23. Wilton, S. M. (1981). Juvenile science fiction involves reluctant readers. Journal of Reading, 24(7), 608-11.

    This article explains ways that juvenile science fiction has changed and improved during the last decade. It includes a bibliography of titles popular with children and adolescents.

Booklists *Elementary*

1. Coughlin, M. N. (Comp.). (1982). Children's books, 1981: A list of books for preschool through junior high school age. Washington. D.C.: Library of Congress. (ERIC Document Reproduction Service No. ED 230 954)

    The annotated materials contained in this list of children's books for 1981 have been selected for literary merit, usefulness, and balance among books to be enjoyed for free reading, those for reading aloud, and those recognized as valuable for individualized reading programs or as background and supplements to the school curriculum.

2. Coughlan, M. N. et al. (Comp.), (1986). Books for children, no. 2. Washington, D.C.: Library of Congress. (ERIC Document Reproduction Service No. ED 272 929)

A committee comprised of children's book specialists from school and public libraries and a bookseller examined books published from November 1984 through November 1985, and compiled this annotated bibliography of picture books, fiction, and nonfiction.

3. Eagling, P., et al. (1982). Fiction for children, 1970-1980: 2. School stories. Children's Literature in Education, 13(2), 51-72.

   This article provides an annotated bibliography of 70 examples of school stories for children chosen by three specialists in children's literature.

4. Elleman, B. (1982). Learning's winter reading for children. Learning, 11(5), 66-68.

   Learning magazine's children's book review editor presents an annotated bibliography of outstanding new children's books useful for both teachers and parents. Selections include picture books, books for beginning readers, and titles suitable for older children. Paperback selections are also listed.

5. Elleman, B. (1983). Learning's winter reading for children. Learning, 12(4), 94-96.

   An annotated listing of new books for children and juveniles is presented. Titles range from fantastical stories that will stir children's imaginations to realistic books, such as biographies of Pocahontas and of the first person to fly across the English Channel. Paperback books are also listed.

6. Haviland, V. (1980). The best of children's books, 1964-1978. Washington, D.C.: Library of Congress. (ERIC Document Reproduction Service No. ED 199 754)

   Intended to bring a broad range of titles of children's literature to children and young people, this annotated bibliography contains more than 1,000 entries. Each entry provides the author and title of the work, its publisher, price, International Standard Book Number (ISBN), and Library of Congress card number.

7. Haviland, V. (Comp.). (1981). Children's books, 1980: A list of books for preschool through junior high school age. Washington, D.C.: Library of Congress. (ERIC Document Reproduction Service No. ED 230 953)

   The annotated materials contained in this list of children's books for 1980 have been selected for literary merit, usefulness, and enjoyment. They are intended to reflect a year's publishing in a balance between books to be enjoyed for free reading, those for reading programs, or as background and supplements to the school curriculum.

Booklists *Secondary*

1. Abrahamson, R. F., & Carter, B. E. (1988). Books for you: A booklist for senior high students. Urbana, IL: National Council of Teachers of English.

   Nearly 1,200 new books of high literary quality and of high interest to teenage readers are described in this volume. The list explores a wide range of topics, selected from some

4,000 books reviewed by the Committee on the Senior High School Booklist, and includes books published between 1985 and 1987.

2. Allen, S. (1986). Some Australian books for young adults. English Journal, 75(7), 89-91.

   The author offers an annotated bibliography of books about and by Australians, recommended for use in American classrooms.

3. Atwell, M. A. (1985). Predictable books for adolescent readers. Journal of Reading, 29(1), 18-22.

   This journal article describes five categories of reading material appropriate for students in grades seven through nine. The categories are: books about daily life, stories in other media, books in a series, books within a genre, and guessing books.

4. Belden, E. A., et al. (1983). 1983 books for young adults poll. English Journal, 72(8), 66-70.

   The authors present an annotated bibliography of the 20 books found to be most popular in an annual survey of high school students' reading choices.

5. Books too good to miss: A bibliography for intermediate and upper grade students. (1985). San Diego, CA: San Diego County Office of Education. (ERIC Document Reproduction Service No. ED 269 811)

   Noting that intermediate and junior high school students can be motivated to read if high quality, interesting literature is made available, this bibliography provides teachers, librarians, and resource teachers with a list of books published since 1980 that can be used to assist students in selecting reading materials. The annotations include publishing information and indicate appropriate school level and, in some instances, a readability grade level.

6. Conner, J. W., et al. (1986). 1986 books for young adults poll. English Journal, 75(8), 58-61.

   This work lists and briefly describes 24 books in several categories chosen by young readers as the best books of 1986.

7. Dorney, J. M. (1987). Booklists on young adult literature. Journal of Reading, 31(2), 182-85.

   The author annotates booklists of literature for young adults that were selected on the basis of their quality and interest. The topics include: (1) contemporary nonfiction; (2) fantasy, science fiction, and the supernatural; (3) titles for reluctant readers; (4) death and war; (5) love and teen sexuality; (6) science; (7) American and world culture; (8) Black culture; and (9) sports.

8. Gallo, D. R. (Ed.). (1985). Books for you: A booklist for senior high students. Urbana, IL: National Council of Teachers of English.

The books listed in this annotated bibliography, selected to provide pleasurable reading for high school students, are arranged alphabetically by author under 49 main categories. These categories include: adventure and survival; animals and pets; art and architecture; biography and autobiography; careers and jobs; cars, motorcycles, and racing; computers and microprocessors; death and suicide; drama and theater; drugs and alcohol; ethnic experiences; family conflicts; history; human rights; humor and satire; sexuality; sports; war; and women.

9. Goldstein, J., & Novick, H. (1984). The YA option: A thematic approach to YA literature. English Journal, 73(7), 96-98.

   This journal article lists student oriented adolescent novels that fall under the categories of misfits, conformity, families in conflict, mystery, and addictions.

10. Matthews, D. E. (1988). High interest-easy reading: For junior and senior high school students. Urbana, IL: National Council of Teachers of English.

    This fifth edition of NCTE's booklist for reluctant adolescent readers contains over 300 concise annotations. The books are organized into twenty-three categories, including fantasy and science fiction, fascinating facts, technology, self-improvement, and women of strength.

11. Small, R. C., Jr. (Ed.). (1982). Books for you: A booklist for senior high students. Urbana, IL: National Council of Teachers of English.

    The books listed in this annotated bibliography, selected to provide pleasurable reading for high school students, are arranged alphabetically by author under 35 main categories.

12. Young adults' choices. (1987). Journal of Reading, 31(1), 34-42.

    This is the first in a series of annual annotated bibliographies of 30 newly published trade books chosen by students in middle, junior, and senior high schools throughout the United States.

Booklists *General*

1. Bracken, J., et al. (1981). Books for today's young readers: An annotated bibliography of recommended fiction for ages 10-14. New York, NY: The Feminist Press.

   The result of a review of fiction for young people ages 10 through 14, this bibliography contains titles of works of fiction that achieve the goal of combining a good readable story with sensitivity to a wide range of negative stereotyping.

2. Christensen, J. E. (1983). Your reading: A booklist for junior high and middle school students (6th ed.). Illinois: National Council of Teachers of English.

With many annotations written or edited by students, this booklist contains 3,100 citations of fiction and non-fiction publications for adolescents. Most entries were published within the past few years, although well-written older books are also included.

3. Greenlaw, M. J. (1985). "Do you have another one about...": A list of sequels. School Library Journal, 32(2), 102-09.

   Greenlaw lists sequels or books in series intended for grades 4-12 published from 1973 to mid-1985. Titles are grouped in six categories by author.

4. Hathaway, M. G. (1984). The second world war. School Library Journal, 30(6), 36-37.

   This 35-item annotated bibliography presents a selective list of historical literature for children and adolescents which addresses issues surrounding the Second World War that hold interest for both personal and curricular inquiry. Publisher, publication date, price and recommended grade levels are included.

5. Heins, E. L., et al. (1981). Late winter booklist. Horn Book Magazine, 57(1), 38-71.

   This annotated bibliography of recently published children's books contains sections describing picture books, stories for younger readers, stories for intermediate readers, stories for older readers, folklore, poetry, plays, non-fiction, and books of interest to adults.

6. Heins, E. L., et al. (1981). Early spring booklist. Horn Book Magazine, 57(2), 179-208.

   This annotated bibliography of recently published children's books contains sections describing picture books, stories for younger readers, stories for intermediate readers, stories for older readers, poetry, non-fiction, and books of interest to adults.

7. Heins, E. L., et al. (1981). Summer booklist. Horn Book Magazine, 57(3), 290-322.

   The work lists and annotates new books and stories for younger readers in the following categories: picture books; stories for younger, intermediate, and older readers; folklore; poetry; and non-fiction. It also annotates two books of interest to adults.

8. Heins, E. L., et al. (1981). Fall booklist. Horn Book Magazine, 57(5), 524-55.

   This annotated bibliography of recently published children's books contains sections describing picture books, stories for younger readers, stories for intermediate readers, stories for older readers, poetry, non-fiction, and books of interest to adults.

9. Heins, E. L., et al. (1982). Fall booklist. Horn Book Magazine, 58(5), 507-40.

   This piece offers an annotated list of books recommended for young readers (ages six to eight), intermediate readers (ages nine to twelve), and older readers (ages twelve through young adult).

10. Heins, E. L., et al. (1983). Late winter booklist. Horn Book Magazine, 59(1), 33-76.

The author annotates recent materials for younger, intermediate, and older readers. Included in this booklist are picture books, fiction, non-fiction, paperbacks, poetry, children's books of special interest to adults, and an annotation of one film.

11. Hittleman, M. (1985). Sexual abuse: Teaching about touching. School Library Journal, 31(5), 34-35.

This 19-item annotated bibliography cites literary materials for preschool and elementary school children, young adults, and parents that discuss the handling and prevention of child sexual abuse. A discussion of themes handled in the books and information on the publisher, price and intended grade level are provided.

12. IRA Literature for Adolescents Committee. (1984). Sources of information on young adult literature. Journal of Reading, 28(1), 56-62.

This journal article provides an annotated bibliography of texts, periodicals, and tradebooks that focus on adolescent literature.

13. McCauley, E. (Ed.). (1985). New England. Reading for young people. Chicago, IL: American Library Association.

Focusing on readable books for young people about New England and on available materials around which to develop local history and social study units, this annotated bibliography addresses both the recreational reading interests and the research needs of young people.

14. Perez, K. (1988, October). Using young adult literature to end discrimination against mental illness. Paper prepared for the annual meeting of the Florida Association of Media Educators, Orlando, FL. (ERIC Document Reproduction Service No. ED 293 133)

In an effort to inform junior and senior high school students about mental illness, this document provides educators with an annotated bibliography of young adult fiction and a set of supporting activities.

15. Raburn, J. (1985). Shuddering shades! A ghostly book list. Top of the News, 41(3), 275-81.

This 40-item annotated bibliography lists ghost novels intended for fourth-grade to eighth-grade reading levels in the following categories: disturbed children, evil, family ghosts, restless spirits, time shifts, and weird phenomena. A discussion of the categorization of ghost stories and distinctions between poltergeists and apparitions is included.

16. Recommended paperbacks. (1981). Horn Book Magazine, 57(1), 72-77.

This list of paperbacks contains publication information and references to reviews for books in the following areas: picture books, stories for younger readers, stories for

intermediate readers, stories for older readers, non-fiction, and books of interest to adults.

17. Seitz, K. F. (1984). A working bibliography of peace books for children and youth. Harrisonburg, VA: Eastern Mennonite College, Education Dept. (ERIC Document Reproduction Service No. ED 248 159)

    Designed to help educators identify resources for teaching concepts of peace in both public and parochial social studies classrooms, this working bibliography lists 200 books, guides, brochures, catalogs, resource centers, simulations/games, and audio-visual materials. Most resources were produced between 1965 and 1984, and they include collections of stories, readings, poems, and plays.

18. Young adults' choices for 1987. (1987). Newark, DE: International Reading Association.

    This work is an annotated bibliography of newly published books chosen as favorites by students in middle, junior, and senior high schools throughout the U.S.

Cultural Diversity

1. Alexander, P. (1983). Portrayal of the culturally diverse in literature: A view of exceptionalities. Integrated Education, 21(1), 212-14.

    The author discusses whether it is better for a culture to be portrayed insensitively or not portrayed at all; whether books should aim at universality of focus on problems specific to a given culture; and how to determine whether a book is appropriate for its cultural context and readership.

2. Austin, K. (1980). Incorporating the multicultural, nonsexist guidelines into the language arts curriculum. Grades 9-12. Cedar Falls, IA: Area Education Agency 7. (ERIC Document Reproduction Service No. ED 241 926)

    This work offers guidelines and activities to assist Iowa secondary school language arts teachers in integrating state-mandated nonsexist, multicultural education that can be adapted by teachers in all states.

3. Botzler, S., et al. (1980). A cross-cultural and interdisciplinary multiculture education curriculum for grades 4-8. Cultural exchange task cards (and) test booklet. U.S. California: Humbolt County Office of Education.

    These activities for grades 4-8 are designed to promote understanding, appreciation, and respect for the diversity of cultures in the United States. Activities focus on four groups: American Indians, Blacks, Asian Americans, and Mexican Americans. Using an interdisciplinary approach, the material is appropriate for fine arts, language arts, home economics, literature and oral traditions, and social science. Literature readings include legends, coyote tales, Yoruba tales, Brer Rabbit, dragon tales, and Mexican Indian legends.

4. Brooks, C. K. (Ed.). (1985). Tapping Potential: English and Language Arts for the Black Learner. Urbana, IL: National Council of Teachers of English.

With today's most prominent black educators as contributors, this collection of forty-three original essays represents a significant effort to provide insight into and suggestions for working with black children who have rejected the current educational system.

5. Freundlich, J. (1980). Images of the Puerto Rican in young adult books: Fact or fancy. NABE: The Journal for the National Association for Bilingual Education, 5(2), 69-80.

   A summary of factual data concerning the portrayal of Puerto Ricans in ethnic literature written between 1950-1970 reveals that the literature fails to meet the needs of adolescent readers because the books provide an inappropriate perspective, misrepresent reality, omit significant causes, and present rigid characters.

6. Goodman, J., & Melcher, K. (1984, April). Culture at a distance: An anthroliterary approach to cross cultural education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 241 423)

   Although most educators agree that cross-cultural education is a valuable component of the curriculum and that it offers students the opportunity to understand differences and commonalities among people, there is little agreement about how to teach such a subject. An anthroliterary approach to this subject helps students understand and appreciate other cultures through narrative portrayals of the lifestyles, customs, and values of different ethnic groups.

7. Kane, T. (1980). An Introduction to Chinese Literature. Ann Arbor: Michigan University, Project on East Asian Studies in Education. (ERIC Document Reproduction Service No. ED 211 403)

   This unit introduces secondary level students to Chinese literature. The first part of the unit discusses poetry, introducing students to major Chinese poets and giving them sample poems to analyze. The second half deals with Chinese prose, which is dominated by historical and philosophical writings but also includes the popular tradition of fiction, drama, and storyteller's tales. The unit concludes with suggestions for further reading.

8. Larson, J. (1987, October). An Australian celebration. School Library Journal, 34(1), 131-33.

   This annotated bibliography lists children's books by Australian authors and provides American libraries with a list of books that reflect many facets of Australian life as well as the work of Australia's many authors. The list is arranged by grade level, ranging from preschool to senior high.

9. Long, R. (1984). Soviet children's books: Expanding children's views of the Soviet Union. Journal of Reading, 27(5), 18-22.

   Long presents the results of a study that supports the premise that children should read literature written for children in other countries to increase their knowledge and understanding of other cultures. A bibliography of Russian children's literature is also

included.

10. Marks, A. H. (1982). What shall I read on Japan? An introductory guide (12th ed.). New York, N.Y.: Japan Society, Inc.

    This highly selective annotated list of works may be read with profit by the serious beginning student or casual reader interested in Japanese culture. Included are reference books, guides, fiction, novels, translations, research studies, essays, poetry, and periodicals. Entries are organized by the following categories: Introductory Readings; Reference; Geography and Travel; Sociology and Education; Government, Politics, and Law; Economics and Business; Religion and Philosophy; Literature; Drama, Theater, and Cinema; Arts; History and Biography; and Periodicals.

11. Orozco, F. P. (1982). A bibliography of Hispanic literature. English Journal, 71(7), 58-62.

    The author lists Hispanic-American legends, poetry, short stories, short essays, plays, fiction, and biography and provides brief summaries emphasizing the general good points and drawbacks of each for secondary teachers.

12. Rosenfelt, D. S. (Ed.). (1982). Cross-cultural perspectives in the curriculum. Resources for change. California: San Francisco State University.

    This manual is designed to help secondary teachers integrate materials and perspectives concerning ethnic groups in the United States and their heritage into traditional classes in English, speech and communication studies, humanities, economics, psychology, and sociology.

13. Sims, R., Holloway, K., & Strickland, D. (1981). Black Children and Reading: Building on Strengths [Cassette Recording]. Urbana, IL: National Council of Teachers of English.

    The three narrators on this tape taken from the 1981 NCTE Convention Speeches discuss positive reading approaches that stem from a recognition of black culture, and stress that black children should be exposed to a greater variety of exemplary black literature.

14. von Loewenfeldt, C., et al. (1981). Teaching about Japan through modern literature. Social Education, 45(5), 304-26.

    This work suggests ways in which a firsthand knowledge about Japan can be brought into American secondary school classrooms through the study of various forms of modern literature. Each example of Japanese literature (short stories, novels, poetry, comics, etc.) is followed by questions for student discussion.

Curriculum Materials

1. Alfonso, R. (1987). Modules for teaching about young people's literature--module 4: Humor. Journal of Reading, 30(5), 399-401.

The author describes a teaching unit that involves students in reading and analyzing elements of humor in young people's literature. There is a focus on what makes quality humorous books funny as well as literary.

2. California Literature Institute Participants. (1985). Literature for all students: A sourcebook for teachers. Los Angeles, CA: The California Literature Project.

   This curriculum reform package seeks to find ways "into, through, and beyond the text." Methods, materials, and focus are concentrated on and amplified as the key factors in integrating literature into and beyond the classroom. Various methods are discussed for giving both the student and the teacher a more involved role in the appreciation of literature, and for making that literature a comprehensive, practical element in the lives of student readers.

3. Exploring literature through films. Project ELF. (1985). Downey, CA: Los Angeles County Office of Education. (ERIC Document Reproduction Service No. ED 283 147)

   Noting that instructional films can serve as a valuable tool to motivate students and to help them organize, interpret, and evaluate concepts presented, this program guide is designed to assist teachers in planning instructional activities that will effectively integrate film into the English language arts curriculum. The first section of the guide presents an initial statement of purpose, instructions for use of the guide, and a lesson format and a graphic presentation of the format for each study guide. The remainder of the guide presents detailed lessons for works in diverse literary genres.

4. Fleming, M. E. (1983, March). Reading, writing and adolescents. Arizona English Bulletin, 25(2).

   Noting that most junior high level curricula do not take into account students' rapid mental and physical changes, the articles in this focused journal issue recommend works and teaching strategies that harmonize with these student needs.

5. Hegtvedt-Wilson, K. (1984). A curriculum for the country. Small School Forum, 6(1), 3-4.

   A specialized curriculum focusing on interrelationships of the rural resident, the land, and the small community, and offering an alternative to urban-based literature could include units on American folklore, fictional accounts of early settlements, displaced Americans, small community life, the ecology issue, the individual-land relationship, historical changes and trends, and local research.

6. How the literature program was created. (1986). Communication: Journalism Education Today, 19(4), 2-4.

   This article traces the development of a literature program for use in high school journalism classes in California. It contains an especially useful synopsis of the program units.

7. Junior high language arts course of study. (1984). Oak Park, IL: Oak Park Public School District 97. (ERIC Document Reproduction Service No. ED 241 921)

The purpose of this curriculum outline is to define the basic language arts requirements for junior high school students in the Oak Park (Illinois) school district. For grades 7 and 8 the topics covered in mechanics, spelling, capitalization, punctuation, parts of speech, language usage, and sentence style are outlined. In addition, a summary of the writing styles, composition skills, literature, vocabulary, and listening and speaking skills covered at the junior high level is provided.

8. Language arts curriculum K-12 and guide to instruction. (1980). Rahway, NJ: Rahway Public Schools. (ERIC Document Reproduction Service No. ED 205 952)

The purpose of this language arts curriculum guide for grades K-12 is to present the approved curriculum that serves as the basic core of all language arts instruction. The guide components--reading, writing, speaking, listening, and thinking--can be treated as individual disciplines, each with its own body of knowledge and its own process skills, or they may be taught as falling into the areas of either encoding or decoding. Rationales and objectives are provided for literature, spelling, language, mechanics, composition, grammar, listening, speaking, and handwriting.

9. Language arts guide K-12. (1980). Portales, NM: Portales Public Schools. (ERIC Document Reproduction Service No. ED 219 749)

The instructional program described in this guide is designed to provide a sequential language arts curriculum for kindergarten through grade 12. Information contained in the guide includes language arts objectives for each grade level; learner outcomes for speech, drama, and advanced drama; learner outcomes in a variety of topics such as children's literature, discussion and debate, grammar and usage, career English, communication, and several other areas concentrated in specific grade levels.

10. Nugent, S. M. (Ed.). (1985). Literature for children and young adults. Urbana, IL: National Council of Teachers of English.

These six informative articles establish the value of children's literature, and suggest practical ways of incorporating literature into the kindergarten, middle school, and high school curriculum. Ideas for using literature to aid in teaching other skills, such as writing, are also included.

11. Rudman, M. K. (1984). Children's literature: An issues approach (2nd ed.). New York: Longman, Inc.

As a reference guide for the selection of children's books, this book considers the appropriateness of such books for bibliotherapy as well as issues of a societal and developmental nature. Each of the book's chapters contains an introduction to an issue, a section relating particular books to the topic, suggestions for activities that teachers or concerned adults may follow, reading extension activities, an annotated list of sources, and a recommended list of children's books pertaining to the topic. The chapter topics include: family (with sections on siblings, divorce, adoption, and foster care); sex; gender roles; heritage; special needs; old age; death; and war.

12. Stahl-Gemake, J., & Wielan, O. P. (1984). A study guide for building moral reasoning through adolescent literature. Journal of Reading, 28(1), 34.

    This article outlines criteria for selecting books for a unit on moral thinking and presents a generic study of questions and activities to accompany a wide variety of appropriate books.

13. Step-by-step through a literature packet. (1986). Communications: Journalism Education Today, 19(4), 8-10.

    This article thoroughly discusses teaching strategies for a literature packet entitled "Personality Sketch."

14. Sutherland, Z. (1986). The best in children's books. The University of Chicago guide to children's literature, 1979-1984. Chicago, IL: University of Chicago Press.

    Prepared to help instructors select the best available reading materials for children and adolescents, this bibliography contains short book reviews that have been previously published in the "Bulletin of the Center for Children's Books."

15. Wagner, B. A., & Novak, B. (1981). Morality reasoning among high school students. Clearing House, 55(2), 73-79.

    The authors present a literature unit for high school English studies designed to promote students' moral development through study of moral conflicts in novels and scenarios. The unit is based on Kohlberg's moral development stage theory. Assignments, handouts, and a test are provided.

Drama and Oral Interpretation

1. Aronowitz, B. L. (1986). Playing tricks and proving love in The Taming of the Shrew: Making Shakespeare accessible to poor readers. Exercise Exchange, 32(1), 3-6.

    This article describes a method for involving poor readers with Shakespeare texts by means of reading aloud, writing and workshops.

2. Carroll, J. (1985). Literature as dramatic event. English in Australia, (72), 58-68.

    Carroll provides a framework for planning an approach to text through drama and describes a lesson plan using this approach with Red Shift by Dorothy Heathcote.

3. Crain, S. K. (1988). The ERIC connection: Oral interpretation across the curriculum. Youth Theatre Journal, 2(31), 21-22.

    Seven documents on oral interpretation from the ERIC system are summarized, and the author states that they can be used to show students the importance of reading aloud with skill. The assertion is made that they also provide suggestions for using oral interpretation in the study of many types of literature and contexts.

4. Davis, K. (1988). Rehearsing the audience: Ways to develop student perceptions of theatre. Urbana, IL: National Council of Teachers of English.

This book discusses putting performance at the center of the teaching of dramatic literature; it provides teachers with a practical guide to the theory and practice of theatre audience education, covering what to do before, during, and after taking students to see plays.

5. Harris, L. F., & Rosenberg, H. S. (1983). Creative drama and affective response to literature. Children's Theatre Review, 32(2), 21-25.

Investigated in this study are the effects of the following strategies on high school students' response to literature: (1) creative drama exercises; (2) teacher-directed literature discussions; and (3) self-directed small groups. The authors found no significant differences among these methods; however, there was adequate evidence to support creative drama as a viable learning approach.

6. Jensen, M. D. (1982). Basics combined: Understanding human communication through literature. The Iowa Curriculum Bulletin, 7(1), 31-33.

Interpersonal communication and literature are two areas of knowledge that should be pursued together. Plays offer the opportunity to explore and to participate in the process of dialogue.

7. Kennedy, M. (1987). Creating classroom plays from adolescent novels. English Journal, 76(5), 63-65.

The work describes a classroom program in which students adapted and then produced a play based on the adolescent novel The Chocolate War. The author notes group improvisation strategies for adapting internal monologue to dialogue, and argues the advantages of such a project over class discussion and book reports.

8. Salomone, R. E. (Ed.). (1985). Teaching Shakespeare, II. Urbana, IL: National Council of Teachers of English.

The nineteen articles in this collection focus on new and innovative ways to teach Shakespeare. Among the topics covered are a discussion of Shakespeare's sonnets, some thoughts about an interdisciplinary approach from a comparative arts instructor, comments on how students can overcome the anxiety they may feel when first reading Shakespeare, general advice about how and why to teach Shakespeare, and creative ideas for teaching a number of his plays.

9. West, R. L., & Gentile, J. S. (1986). "The end could be just the beginning": The study of relationship termination through the performance of literature. (ERIC Document Reproduction Service No. ED 284 304)

Noting that breaking off romantic relationships can be traumatic even when the end is welcome, this paper describes the strategies and stages of relationship termination and

suggests ways for instructors of oral interpretation and/or interpersonal communication classes to illustrate such relational decay.

Exceptional Children

1. Eldridge, B. H. (1985). Reading in context: An alternative approach for the adolescent disabled reader. Journal of Reading, 29(1), 9-17.

   Eldridge explains six instructional components, based on a psycholinguistic view of reading, for teaching adolescent disabled readers to read.

2. The handicapped in literature. A curriculum to foster understanding of people with disabilities. (1981). New York: City University of N.Y. Hunter College, New York State Education Department. (ERIC Document Reproduction Service No. ED 216 464)

   This document represents the first of three volumes presenting a curriculum designed to help nonhandicapped students understand students with disabilities. It focuses on the use of literature to foster that understanding in junior and senior high. Literature that is advocated for use in this curriculum includes: Of Mice and Men, Flowers for Algernon, To Kill a Mockingbird, I Never Promised You a Rose Garden, and The Heart is a Lonely Hunter.

3. Kehler, D. (1984, February). Teaching Shakespeare to gifted elementary and secondary students. Paper presented to the California Association for the Gifted, CA. (ERIC Document Reproduction Service No. ED 275 111)

   Kehler asserts that Shakespeare's plays are the apex of Western achievement in the humanities and as such afford a highly fertile mechanism for teaching gifted elementary and secondary students.

4. McLeod, A. M. (Ed.). (1982). Teaching exceptional students. Virginia English Bulletin, 32(1).

   This journal issue focuses on instructional methods for teaching the English language arts to gifted and handicapped children. The articles discuss a variety of topics, including: (1) remedial language instruction; (2) improving a dyslexic student's spelling; (3) creative writing for the language disabled; (4) writing instruction for emotionally or mentally retarded mainstreamed children; (5) young adult literature featuring handicapped characters; (6) teaching ideas for exceptional students, including literature study and word origins; (7) writing enrichment opportunities for gifted students; and (8) decreasing testing in favor of more reading and writing.

5. Offerman, M. C. (1984). The handicapped person: A bibliography. Catholic Library World, 55(7), 287-89.

   This article cites 40 books for children and young adults which provide a sensitive treatment and understanding of the handicapped, depict cruelty often inflicted upon them, and in many instances foster a better understanding of the challenges faced by family

members of handicapped people. Publisher, publication date, price, intended grade level, and brief annotation are included.

6. Olson, M. B. (1983, February). Spatial ability of gifted readers: Suggestions for teaching. Paper presented at a Preconvention Institute of the International Reading Association Annual Convention, Anaheim, CA. (ERIC Document Reproduction Service No. ED 236 851)

   The paper reviews research dealing with spatial cognitive ability differences in gifted children and cites implications for reading instruction of gifted readers.

7. Richardson, J., et al. (1983). LIT PICKS: Literary selections for mainstreamed students in content area subjects. Richmond: Virginia Commonwealth University Richmond, Office of Special Education and Rehabilitative Services. (ERIC Document Reproduction Service No. ED 235 467)

   This booklet provides examples of selected literature which are important but difficult for mainstreamed students to understand, and which can be used as a resource for teaching content subjects more effectively to mildly handicapped students. Following an introduction, title lists are cross-referenced by topic and content area.

Gender Issues

1. Alfonso, R. (1986). Modules for teaching about young people's literature--module 1: Gender roles. Journal of Reading, 30(2), 160-63.

   This journal article outlines a genre study program, useful for undergraduate or graduate classes in children's literature as well as for adaptation for use with learners in grades six through nine. The author enumerates questions and reading assignments pertaining to changing gender roles, and also includes an annotated bibliography (by level and genre).

2. Kelly, P. (1985). Women's studies in the English class. English Journal, 74(3), 88-90.

   The author reviews new publications in Women's Studies and suggests applications for use in the English class.

3. Whaley, E. G. (1985). A rationale for a high school women's literature course. English Journal, 74(3), 62.

   This journal article outlines purposes, objectives, and reasons for a high school women's literature course.

4. British Columbia Department of Education. (1981). Women's studies: A resource guide for teachers. British Columbia, Canada: Author. (ERIC DOcument Reproduction Service No. ED 222 426)

   Designed to help secondary teachers in British Columbia, Canada supplement the curriculum, the guide contains a series of units focusing on Women's Studies. These units

can be integrated into English, social studies, and guidance courses or used as a resource for the development of a Women's Studies course.

Interdisciplinary Approaches

1. Brown, J. E., & Abel, F. J. (1982). Revitalizing American history: Literature in the classroom. Social Studies, 73(6), 79-83.

   The use of literature in a U.S. history class can revitalize the curriculum. The applicability of biographies, historical fiction, and contemporary fiction to history classes is discussed. A brief annotated list of appropriate sources, chronologically arranged for reluctant, average, and advanced readers is included.

2. Carter, J. M. (1981). The marriage of Clio and Shakespeare: Correlating language arts and social studies. (ERIC Document Reproduction Service No. ED 203 327)

   Both literature teachers who take the time to teach historical background and history teachers who take the time to incorporate literature into their classes will help students discover that life is multidimensional. Some practical activities are suggested to correlate language arts with social studies.

3. Dougall, L. (1982). War and peace in literature. Prose, drama and poetry which illuminate the problem of war. Chicago, IL: World Without War Publications.

   Literary works that can help teachers of humanities and conflict-resolution courses lead their students to a better understanding of the problems of war and peace are summarized in this work. The author asserts two premises: (1) literature that captures the experience and the meaning of war leads to an understanding of that phenomenon; and (2) the literary imagination can help students gain insight into the requirements of any successful attempt to replace war with less brutal and destructive means of resolving political conflict. The specific conflicts examined range from the Trojan War to Vietnam, and offer a wide variety of perspectives.

4. Frezza, Y. (1982). Linking literature and art to the social studies curriculum. Social Science Record, 19(1), 25-26.

   This article describes a unit in which elementary students experience life in ancient Egypt by role playing different positions in society. Students research their role, prepare a paper doll dressed in the clothing of their role, analyze an opera, and paint a window in the stylized method used on Egyptian tomb paintings.

5. Holbrook, H. T. (1985). ERIC/RCS Report: English and the humanities: An artificial distinction. English Journal, 74(7), 64-67.

   The author presents a case for incorporating humanities instruction into the study of literature and suggests activities by which teachers can go beyond literary devices in individual works to encompass the humanistic components of the cultures that produced them.

6. Hoy, D. R. (1981, October). Geography and literature: Unity and reality. Paper presented at the Annual Meeting of the National Council for Geographic Education, Pittsburgh, PA. (ERIC Document Reproduction Service No. ED 211 415)

   This paper discusses the role that geography plays in the enhanced comprehension of some literature. One way to demonstrate the value and utility of geography is to show how geographers can contribute to other fields and the interrelationships with other disciplines. Examples include: James Michener, William Faulkner, Phillip and Juilana Muehreke, Agatha Christie, Dorothy Sayers, and John Steinbeck.

7. Ross, J. B. (1981). Using literature in the history classroom. Today's Education: Social Studies Edition, 70(2), 63-65.

   To help history classroom teachers on the high school level make their classes more interesting, this article suggests that teachers incorporate short stories, books, poems, and excerpts from full-length novels into the curriculum. Examples of how literature of various types were successfully integrated into a history unit on the Civil War are offered.

8. Thoms, H. (1984). Words and music: Charting a course for excellence. Music Educators Journal, 70(7), 27-28.

   The report of the National Commission on Excellence in Education concluded with scant information about a need for fine arts in the schools. Outlined is an interdisciplinary course that uses many art forms--literature, opera, and symphonies--to prevent the extinction of music and art education.

9. Watts, M. W., & Smith, R. F. (1983). Teaching economics? Use classic literature. Social Education, 47(1), 49-51.

   Teachers and students of economics and literature can learn about economics by studying concepts and topics in great literature and drama. Themes in literature deal with economic forces. A table of these themes is included.

Literature Instruction *Elementary*

1. Cullinan, B. E. (Ed.). (1987). Children's literature in the reading program. Newark, DE: International Reading Association.

   Intended to help teachers decide which books to start with when incorporating children's literature into the reading program and to show them how to use these books with a variety of readers, this book provides a rationale and guidance for using "real books" to teach reading. The seventeen articles here aim to make the subject of children's literature approachable through an informal, conversational writing style. Titles include: "Extending Multicultural Understanding through Children's Books" (Rudine Sims Bishop); "Enriching the Arts and Humanities through Children's Books" (Sam Leaton Sebesta); and "Resources to Identify Children's Books for the Reading Program" (Arlene M. Pillar).

2. McConaghy, J. (1985). Once upon a time and me. Language Arts, 62(4), 349-54.

   McConaghy describes some of the discussions and writing that first grade children engaged in as the result of their exposure to literature read aloud.

3. Moss, J. F. (1984). Focus units in literature: A handbook for elementary school teachers. Urbana, IL: National Council of Teachers of English.

   Literature can and should be an integral part of helping students become thoughtful and motivated readers and should encourage them to develop critical-thinking and creative-writing skills. This book provides thirteen units that focus on a wide variety of topics. Background information is provided on how focus units can be used to create a context for literacy and on how to create one's own focus units using the book's guidelines for questioning.

4. Poole, R. (1986). The books teachers use. Children's Literature in Education, 17(3), 159-80.

   Using a questionnaire, a study determined the titles and authors of fiction most used by teachers in the classroom, how the books were used, and the time spent on these books.

5. Roser, N., & Frith, M. (Eds.). (1983). Children's choices: Teaching with books children like. Newark, DE: International Reading Association.

   Leading educators in children's literature offer suggestions for effective classroom use of favorite children's books. The suggestions include ideas on which books and poems to use, how to structure the classroom, how to encourage writing, and how to stimulate children's responses to literature.

Literature Instruction *Secondary*

1. Anderson, P. M. (Ed.). (1984). Material selection/censorship. The Leaflet, 83(1).

   The seven articles in this focused journal issue are concerned with choosing books for teaching and the various constraints on those choices.

2. Armstrong, D. P., et al. (1988). Reading guidelines - helping students understand. Journal of Reading, 31(6), 532-41.

   The authors report on the effective use of hierarchical and nonhierarchical reading guides with John Steinbeck's Grapes of Wrath. What they find indicates that reading guides improve comprehension, provide transferable skills, and create positive feelings about learning.

3. Berger, A., & Robinson, H. A. (Eds.). (1982). Secondary school reading: What research reveals for classroom practice. Urbana, IL: National Council of Teachers of English.

Intended to help the secondary school classroom teacher make use of some of the current research related to reading instruction, this book contains reviews of the literature on the various aspects of secondary school reading.

4. Cameron, J. R. (1981). The sounds and pictorial images of literature. English Quarterly, 14(1), 13-19.

   Cameron discusses the use of visual/aural stimuli in presenting poetry and literature. This article includes a step-by-step script for a slide/tape presentation.

5. Carter, C., & Committee on Classroom Practices. (1985). Literature - news that stays news: Fresh approaches to the classics. Urbana, IL: National Council of Teachers of English.

   This book offers suggestions of fresh approaches to the teaching of books widely regarded as classics. Some of the texts included: Beowulf, To Kill A Mockingbird, Pride and Prejudice, Romeo and Juliet, A Tale of Two Cities, Animal Farm, and The Scarlet Letter. There are suggestions for every grade level, as well as ideas for the literature-writing connection and for teaching multiple titles.

6. Christenbury, L. (Ed.). (1981). Developing lifelong readers. Virginia English Bulletin, 31(2).

   The theme of this journal issue is the development of lifelong reading habits and interests. The articles address questions of what to read, how to read, and why one should read. Bibliographies are provided, novels and poems are recommended, and teaching strategies and curricula are outlined. In addition, two student essays are offered on the question of censorship.

7. Corcoran, B., & Evans, E. (Eds.) (1987). Readers, texts, teachers. Upper Montclair, NJ: Boynton/Cook Publishers, Inc.

   In the words of the editors, these eleven essays "affirm the explanatory power of reader-oriented theory, and in their range of concerns invite teachers to conduct their own explorations of the transformation of real texts by real readers in their own classrooms." Essays include: "Rendering Literature Accessible" by Lola Brown; "Reading/Writing in the Culture of the Classroom" by Clem Young and Esme Robinson; "Responding to Poetry: Create, Comprehend, Criticize" by Molly Travers, and "The Hidden Life of a Drama Text" by Roslyn Arnold.

8. Davis, K. (Ed.). (1982). The responding reader: Nine new approaches to teaching literature. Urbana, IL: National Council of Teachers of English.

   These nine articles on reader response to literature mix theory, pedagogy, and specific teaching techniques. Poetry, narrative fiction, "clustering" techniques, and many other topics are covered.

9. Delia, M. A. (1987). Toward a more humanistic discourse in the English classroom. Clearing House, 61(4), 179-82.

The author discusses Stephen Tanner's model of using literary criticism as a discourse, asserting that it fails to train students to think, but only teaches them to discuss literature from an academic perspective. In contrast, Robert Scholes' model of textual studies offers both a workable methodology and a relevant curriculum.

10. Dias, P. X. (1987). Making sense of poetry: Patterns in the process. Canada: The Canadian Council of Teachers of English.

This study seeks to answer the question: What happens in the transaction between adolescent readers and poems? The author begins with the hypothesis that students' antipathy to poetry has arisen essentially from their belief that they could not make sense of and appreciate a poem unless a teacher mediated that process. This study examines small, undirected discussion groups of 16-year-olds who are given poems to analyze on their own. The author comments on all stages of the readers responses, and looks to define clearly identifiable individual patterns of reading.

11. Dias, P., & Hayhoe, M. (1988). Developing response to poetry. Philadelphia, PA: Open University Press.

This book is concerned primarily with presenting arguments for a re-examination of the ways in which poetry is taught in the secondary classroom. Focus is placed on reader response and teaching methods, and the implications of current theory and the authors' own research are considered.

12. Dominianni, R. (1984). Ray Bradbury's 2026: A year with current value. English Journal, 73(7), 49-51.

Dominianni describes how Bradbury's work can be used in the classroom. He indicates how attitudes towards technology can be found in the work, and how these may be used to stimulate interest in mature students.

13. Donelson, K. (1982). A rationale for writing rationales: Advice to (and comments on) teachers who don't see any point in writing rationales. Contemporary Education, 54(1), 9-12.

In this article, reasons are discussed for requiring high school English teachers to write rationales justifying the inclusion of all books (controversial or not) assigned and read in the classroom. The reasons given include communicating with students and parents, providing evidence of the teacher's concern and knowledge, and preparing for censorship disagreements.

14. Duke, C. R. (1982, October). Involving students with the short story. Paper presented at the Annual Meeting of the Southwest Regional English Teachers' Conference, Phoenix, AZ. (ERIC Document Reproduction Service No. ED 222 919)

Although the short story is brief and seemingly simple to comprehend, experienced teachers know from painful experience that students often read without "seeing" and that the only way to get them to "see" is to isolate some of the elements of the short story and present them in a different way in order to focus attention on them.

15. Dyer, J. (1986). Teaching how to quote from literary text. Exercise Exchange, 32(1), 17-20.

In this article, the author discusses the idea of using Grimm's fairy tales to teach students how to read critically for appropriate quotations and outlines the proper stylistics for including them in writing.

16. Ervin, E. S., & Eads, A. E., Jr. (1983). Instrumented team learning--a new concept for teaching twelfth grade English. NAASP Bulletin, 67(464), 71-75.

The instrumented team approach at St. John's High School, South Carolina, succeeds in getting general students to meet serious intellectual challenges because group learning counters the problems of poor reading ability, fear of failure, absenteeism, limited time, and underestimation of the importance of school.

17. Fitch, R. E. (Guest Ed.). (1981). Literary theory in the English classroom. Urbana, IL: National Council of Teachers of English.

Of the 19 articles in this collection, 15 focus on bringing literary theories into the classroom. All of the contributors discuss how literary theory gives creative vitality to the act of interpretation.

18. Fleming, M., & McGinnis, J. (Eds.). (1985). Portraits: Focusing on biography and autobiography in the secondary school. Urbana, IL: National Council of Teachers of English.

Using Maya Angelou's I Know Why the Caged Bird Sings and Carl Sandburg's Abe Lincoln Grows Up as their models, the authors provide specific guidelines and classroom applications for teaching biography and autobiography.

19. Hays, I. de La Bretonne. (1983). Using semantic clues to get at meaning in Henry IV, Part I. Exercise Exchange, 29(1), 7-12.

This work offers suggestions for student writing exercises before, during and after reading Shakespeare's Henry IV. Hays cites specific passages useful for classroom examination, followed by discussion and writing questions centered on the conflict between Henry IV and his son, a "generation gap" theme to which students can easily relate.

20. Herr, K. U. (1981). Guided imagery in the classroom: An enhancement to learning. (ERIC Document Reproduction Service No. ED 214 365)

The use of guided imagery meshes with recent insights into right and left brain learning. Guided imagery engages the right brain processes such as imagination, emotion, creative, and intuitive activities.

21. Holbrook, H. T. (1985). Keeping the human dimension in literature. Journal of Reading, 28(4), 368-70.

The author explores a few of the trends contributing to the apparent decline in substantive literature instruction. He suggests some teaching methods that can help restore the human element to literature.

22. Huband, D. (1982). Literature and the modern world: Teaching Overkill. Use of English, 34(1), 39-42.

Huband offers three reasons that justify the inclusion of the book Overkill on the British "O" level literature syllabus: (1) the nuclear bomb is the most important invention of the century; (2) the language provides a clear example of scientific writing and talking; and (3) the book is informative in helping students arrive at a decision concerning disarmament.

23. Karolides, N. J. (Ed.). (1983). Strategy and focus: Teaching literature. Wisconsin English Journal, 25(3).

The six articles in this focused journal issue are concerned with literature teaching on the secondary and college level. The titles and authors include: "Discovery: The Role of Subjective Response in Initiating the Literature Discussion" (Susan Casper); "Inquiry" (Helen C. Lee); and "The Practical Book Report" (Randeane Tetu). Reviews of selected books for children, adolescents, and teachers are also included.

24. Lawson, A. E., & Kral, E. A. (1985). Developing formal reasoning through the study of English. Educational Forum, 49(2), 11-26.

This article presents 10 practical teaching procedures to encourage students to develop formal reasoning skills. A twelfth-grade English course is used as an example. Procedures include pretesting, sequencing instruction, providing students with concrete experiences, discussing reasoning patterns and forms of argumentation, assigning argumentative writing assignments, and encouraging discussion and debate.

25. Lindberg, B. (1988). Teaching literature: The process approach. Journal of Reading, 31(8), 732-35.

The author outlines a process approach to teaching literature which focuses both on meaningful writing and on the ways students respond to what they read.

26. Lindquist, A. A. (1982). Applying Bloom's taxonomy in writing reading guides for literature. Journal of Reading, 25(8), 768-74.

In this work the author describes a study guide to help students read short stories, essays, novels, drama, and poetry, according to Bloom's taxonomy.

27. Mackey, G. (1987). Teaching values and values clarification in the English classroom. Exercise Exchange, 32(2), 39-41.

Mackey presents a rationale and framework for teaching values using quality works of literature.

28. Man's inhumanity to man: A case in point: The Nazi holocaust. A resource for Connecticut teachers, grades 7-12. (1981). Hartford, CT: Connecticut State Department of Education. (ERIC Document Reproduction Service No. ED 201 586)

This teacher resource contains readings, discussion questions, and learning activities on the Holocaust for use with junior and senior high school students.

29. Matthews, D. (Ed.). (1982). Focus on Chicago: Four teachers tap its riches. Illinois English Bulletin, 69(2).

This journal issue presents teaching ideas based on the city of Chicago and the literary works of its citizens. The first article describes a combined social studies/English course based on the study of Chicago's influence on literature and history. The second article describes how Carl Sandburg's poems can be used to study the question "What does Chicago mean?" and to teach students how to read dramatically. The final article examines the song lyrics of Chicagoan Steve Goodman, and discusses their relevance to Chicago places and people and how they illustrate the effectiveness of precise detail and apt metaphor.

30. Matthews, D. (Ed.). (1985). On contemporary literature: Critiques, reviews and recommendations. Illinois English Bulletin, 72(2).

The articles in this focused issue draw attention to works of contemporary literature with classroom potential. Four articles suggest new approaches for the reading and teaching of such established writers as Robert Frost, Kurt Vonnegut, Jr., Eudora Welty, and Saul Bellow. Two other articles examine the best sellers Ordinary People and The Color Purple. Reviews and suggestions for teaching the fantasy writers Lloyd Alexander and Ursula Le Guin are presented. Theodore Strugeon's More Than Human is also discussed, as a classic of modern science fiction.

31. Matthews, D. (Ed.). (1987). Getting students to read: New materials and methods. Illinois English Bulletin, 74(2).

Focusing on young adult reading and instruction, this issue addresses teachers' concerns about recommended recent authors and books, integrating independent reading into the reading program, and student motivation.

32. Members and Staff. (1983). Idea exchange for English teachers. Urbana, IL: National Council of Teachers of English.

This book offers over 200 ideas for activities that can be adapted for students in middle school, junior high, or high school. The ideas are grouped into eleven categories, including: Getting Ready to Write; Expressive Writing; Revision, Review, and Evaluation; Punctuation and Grammar; Speaking and Listening; and Talking and Writing about Literature.

33. Miller, B. E. (1980). Teaching the art of literature. Urbana, IL: National Council of Teachers of English.

Part One of this book provides a discussion of literature as event, as object, and as message, plus consideration of what makes good reading. Part Two details four models for teaching single works in which Miller demonstrates his encounter with the work as work, and then offers a program for teacher preparation, the use of audiovisual aids, and oral presentations.

34. Moore, D. W., et al. (1983). Understanding characters' reactions to death. Journal of Reading, 26(6), 540-44.

The authors suggest a structured response format for interpreting literary characters in death-related literature using Kubler-Ross's five stages of confronting death.

35. Morache, J. (1987). Use of quotes in teaching literature. English Journal, 76(6), 61-63.

This journal article describes assignment sequence introducing secondary school students to finding and interpreting quotes from assigned literature by having students: (1) respond in journals to a quotation chosen by the teacher; (2) analyze characterization by illustrating character traits with quotations; (3) create a collage or mobile visually interpreting quote; and (4) discuss in class meaning of quotes selected in each assignment.

36. Neil, L. R. (1987). Imitation: Playing with language. Exercise Exchange, 32(2), 3-5.

Neil describes the use of imitation exercises to expose students to selections from great literature and give them opportunities to practice certain English usage or conventions. He notes that imitation improves syntax and style.

37. Nugent, S. M. (1984). Adolescent literature: A transition into a future of reading. English Journal, 73(7), 35-37.

The author describes the advantages of presenting students with novels designed for them and notes some recommended works with which students can be successful.

38. Open to suggestion. (1985). Journal of Reading, 28(5), 456-57.

This work describes a method of writing across the curriculum that works and also identifies two Spanish-language young adult novels written by Hispanic authors.

39. Open to suggestion. (1985). Journal of Reading, 29(3), 262-67.

This journal article provides suggestions for teaching multisyllable words to remedial readers, incorporating romantic fiction into a reading program, and using content writing activities in a biology class.

40. Open to Suggestion: Traveling through Children's Literature. (1987). Journal of Reading, 31(1), 70-73.

This journal article presents a way of interesting students in high school literature by starting with children's books. The technique involves teacher modeling, using illustrations to motivate writing, and linking a children's book with a more advanced work

on a similar topic.

41. Otten, N., & Stelmach, M. (1987). Telling stories. English Journal, 76(6), 87-88.

The authors present and analyze a high school student's story about fishing. They provide study guide questions intended to amplify the reading for students. Teachers are invited to use this story and study guide in their own classrooms.

42. Owen, L. (1984). Dragons in the classroom. English Journal, 73(7), 76-77.

Owen discusses how fantasy books can be used in the classroom to provide exercises for the imagination, to allow students to see themselves more clearly, to allow them to escape, and to generate hope.

43. Richardson, J. S. (1980, December). Adolescent literature as a vehicle for developing comprehension and composition skills. Paper presented at the Annual Meeting of the American Reading Conference, Sarasota, FL. (ERIC Document Reproduction Service No. ED 201 959)

C. Smith's "read a book in an hour" procedure for the development of listening and reading comprehension and B. Beyer's "hamburger writing" procedure for the development of composition skills formed the basis of a teaching technique that provided students with problem solving tasks, a procedure for writing compositions, and exposure to a classic adolescent novel within a limited time.

44. Robinson, R. (1988). Unlocking Shakespeare's language: Help for the teacher and student. Urbana, IL: National Council of Teachers of English.

The activities in this book are designed to help students learn to understand the language of Shakespeare by learning to recognize and translate unfamiliar words and syntactic patterns.

45. Rouse, J. (1988). On going to visit William Wordsworth. English Journal, 77(4), 16-18.

Rouse probes William Wordsworth's relationship to the young reader. He concludes that although many young people today cannot have the direct, immediate experience of nature that overawed Wordsworth, they can, in a room where they sit down together and read a poem, "learn a contemplative solitude - and respond to [a] poem in their individual ways."

46. Smagorinsky, P., McCann, T., & Kern, S. (1987). Explorations: Introductory activities for literature and composition, 7-12. Urbana, IL: National Council of Teachers of English.

The activities in this book are designed specifically to introduce students to new literature and composition assignments and to help them explore ideas that are unfamiliar and complex.

47. Stevens, J. H. (1981, May). Six novels as parables: A literature unit for grades 9-10. Paper presented at the Annual Meeting of the Canadian Council of Teachers of English, Vancouver, Canada. (ERIC Document Reproduction Service No. ED 210 698)

The unit of study offered in this paper is designed to guide the analysis of a representative sample of modern fiction from four English-speaking countries. Annotations of six novels are offered to show painful problems and also how the novels are useful for study by ninth and tenth grade students. The Pearl by John Steinbeck is an example.

48. Storey, D. C. (1985). A legacy of values: War in literature for adolescents. Social Studies, 76(2), 85-88.

By reading literature about wars, secondary students can learn about the values of different cultures and societies. Teaching approaches are suggested, and specific titles are discussed.

49. Strategies for teaching literature in journalism. (1986). Communication: Journalism Education Today, 19(4), 7-8.

This journal article cites three strategies for teaching literature in journalism classes, including using literature packets as a class project and having students receive grades for the work they do on the literature packets.

50. Whale, K. B., & Gambell, T. J. (Eds.). (1985). From seed to harvest: Looking at literature. Urbana, IL: National Council of Teachers of English.

The authors of these articles view the writer as the seed of literature and the critical response by the reader as the harvest. The collection covers such topics as writing about literature, integrating language and literature, developing literary criticism, and using drama as literature.

Literature Instruction *General*

1. D'Angelo, K. (1981, April). Developing concepts of reading and writing through literature. Paper presented at the Annual Meeting of the International Reading Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 203 290)

Based on the premise that young people's positive attitudes toward reading and writing can be shaped through the use of literature which treats those activities as valuable, a content analysis was conducted of Caldecott Medal winners from 1938 through 1981 and of Newbery Medal winners from 1922 to 1981 to determine how these books dealt with reading and writing. The books depicted reading and writing as important activities for survival, enjoyment, and the gaining and sharing of knowledge. Summaries of the seventeen books are included, along with instructional strategies designed for use with reluctant readers and writers.

2. Davis, K. (Ed.). (1984). Teaching English in a nuclear age. Urbana, IL: National Council of Teachers of English.

This handbook suggests ways to bring into the English classroom literature that deals with the human response to a nuclear threat.

3. Easton, S. E., & Abel, F. J. (1985). Tearing up the book. Clearing House, 59(1), 5-8.

   This article describes the group intermix procedure, a prediscussion strategy in which students work in groups to process the content of a single book. The author suggests various classroom applications.

4. Ehle, M. (1982, February). The Velveteen Rabbit, The Little Prince, and friends: Posacculturation through literature. Paper presented at the Annual Meeting of the Professional Clinic Association of Teacher Educators, Phoenix, AZ. (ERIC Document Reproduction Service No. ED 221 881)

   "Posacculturation" (positive acculturation) is the power of literature to deepen understanding and appreciation of the self and others. Works discussed in this paper for use in a "posacculturation" program include The Pigman, The Velveteen Rabbit, The Little Prince, The Door in the Wall, Charlotte's Web, All Kinds of Families, Harriet the Spy, The Outsiders, Nilda, Across Five Aprils, Blubber, and Grapes of Wrath.

5. Elbaz, F., & Elbaz, R. (1981). Literature and curriculum: Toward a view of curriculum as discursive practice. Curriculum Inquiry, 11(2), 105-22.

   This article identifies the contradictions in some of the existing applications of literary tools to curriculum thought, indicates some of the problematic implications for curriculum practice, and sketches an alternative conception of literature as discursive practice.

6. Ganz, B. C. (1982, December). Holocaust literature: Our hope for understanding. Paper presented at the Annual Meeting of the Eastern Regional Conference of the International Reading Association, Boston, MA. (ERIC Document Reproduction Service No. ED 251 844)

   Until recently the Holocaust was largely ignored in history books and literature, leaving most students without even the basic knowledge of a historical event that can and should have meaning for them. Ganz asserts that literature, because it is concerned with feelings and conveys emotions, can move young people to an empathetic awareness of the subject.

7. Gauthier, M. G. (1982). Narcissus in the classroom: The pedagogical implications of subjective criticism. Journal of Education, 164(3), 238-55.

   This journal article begins with the assertion that subjectivist literary criticism, which emphasizes readers' emotional responses to texts and adopts psychoanalytic classroom techniques, renders questionable such aspects of literature teaching as goals, evaluation, and teacher preparation. Literature teachers must abandon the scientific orientation of objectivism and subjectivism in favor of an aesthetic framework for interpreting and teaching literature.

8. Golub, J., & NCTE Committee on Classroom Practices (1988). Focus on collaborative learning: Classroom practices in teaching English, 1988. Urbana, IL: National Council of

Teachers of English.

Collaborative learning activities allow students to learn through "talk": as students talk with each other and work together on various classroom projects and activities, they learn to develop their ideas, and their teacher becomes an active guide rather than just a source of information. The first section of this book provides guidelines for developing "Collaborative Learning Skills"; the second section contains activities for "Collaborative Learning and Literature Study"; the third offers ways to implement "Collaboration in Writing, Revising, and Editing"; and the final section, "Additional Collaborative Learning Activities," involves television, music, and scriptwriting.

9. Handbook for planning an effective literature program, kindergarten through grade twelve. (1987). Sacramento, CA: California State Department of Education.

Intended for teachers, administrators, consultants, parents and students who wish to review and improve elementary and secondary educational programs, this handbook provides essays discussing educational research, teaching philosophies and methods, instructional materials, and curriculum planning strategies in relation to the teaching of literature.

10. Karolides, N. J. (Ed.). (1985). Language learning. Wisconsin English Journal, 27(2).

The articles in this journal issue explore classroom methods for enhancing language acquisition. The titles of the articles and their authors include: "Using Literature to Teach Language" (Richard D. Cureton); "ERIC/RCS Report: Evaluating Language Development" (Fran Lehr); and "Language Learning through Sentence Combining" (Nicholas J. Karolides).

11. Karolides, N. J. (Ed.). (1987). Beyond the two R's. Wisconsin English Journal, 29(2).

The compendium of articles in this journal issue deal with the diverse components of the language arts, communication, and critical thinking curricula. The titles and authors of the articles include: "What to Do until the Doctor Comes: Speech in the Language Arts Classroom" (John Fortier); "Teaching and Thinking Skills: Some Practical Applications" (Mary Kay Bryan); and "Getting Children to Tune In" (Caroline G. Majek). Also included in this journal are a list of NCTE Achievement Awards winners, as well as reviews of selected books for children, adolescents, and teachers.

12. Koontz, C. L. (Ed.). (1985). Connections: Using contemporary children's literature (K-9) in the classroom. Urbana, IL: National Council of Teachers of English.

This compilation includes many valuable ideas and teaching aids, and lists reviews of 52 popular K-9 titles to help teachers select high quality works.

13. Lazarus, A., & Smith, W. (1983). A glossary of literature and composition. Urbana, IL: National Council of Teachers of English.

This revised edition concentrates on three major branches of English studies: literature (including criticism), rhetorical theory, and composition. Nearly 800 terms are thoroughly

defined, illustrated by appropriate literary examples, and cross-referenced.

14. Matthews, D. E. (1983). Popular literature: Its compatibility with the basics. Illinois English Bulletin, 70(2).

This special journal issue contains nine articles on the subject of using popular literature in the classroom. Subjects covered in these articles include: using vernacular, supernatural literature to teach the skills of literary analysis; pairing the classics with detective fiction; using fantasy literature with students afraid of great literature; and using adolescent literature to teach value clarification.

15. Matthews, D. E. (1984). The English teacher and the arts. Illinois English Bulletin, 71(2).

Emphasizing an aesthetic approach to language arts, this focused journal issue brings together ideas for literature and writing instruction that capitalize upon opportunities provided by all the fine arts.

16. McLeod, A. M. (Ed.). (1983). Books still worth reading [Special issue]. Virginia English Bulletin, 33(1).

The ten major articles in this special journal issue deal with literary works designated by individual educators as "still worth reading." Some of the works discussed include: The Assistant by B. Malamud, The Old Man and the Sea by E. Hemingway, Emma by J. Austen, Lord Jim by J. Conrad, The Scarlet Letter by N. Hawthorne, and "The Rime of the Ancient Mariner" by S. Coleridge.

17. McLeod, A. M. (Ed.). (1984). Literature and its teaching [Special issue]. Virginia English Bulletin, 34(2).

The theme of this issue of the "Virginia English Bulletin" focuses on "Literature and Its Teaching." The fifteen major articles discuss a variety of topics including William Faulkner, the use of metaphor, mathematics as a literary theme in The Phantom Tollbooth, and the affect of war literature on an adolescent reader. In addition, the journal contains suggestions for teaching Great Expectations, Treasure Island, Flowers for Algernon, I Am the Cheese, Walden, and Sounder.

18. Mier, M. (1985). The new realism in children's literature. English Quarterly, 17(1), 42-48.

This work cites documents from the ERIC system that may help teachers faced with the tasks of evaluating the new realism and finding methods to use it most effectively in the classroom.

19. Moss, P. (1982). Literature: The neglected situation. English in Australia, (60), 3-7.

Moss argues for the development of new literary texts and for the development of new and appropriate literary theories to teach these texts.

20. Nelms, B. F. (Ed.). (1988). Literature in the classroom: Readers, texts, and contexts. Urbana, IL: National Council of Teachers of English.

This book discusses the teaching of literature from first grade through senior high school within a variety of theoretical perspectives, including structuralist, psychoanalytic, Marxist, archetypal, and feminist. The three principle sections are: "Readers: Student Responses to Literature"; "Texts: Interpretive Approaches to Literature"; and "Contexts: Social Dimensions of Literature."

21. Nugent, S. M., & Nugent, H. E. (1984, October). Young adult literature: From middle school to college. Paper presented at the Annual Meeting of the New England Association of Teachers of English Fall Conference, Providence, RI. (ERIC Document Reproduction Service No. ED 251 855)

This paper begins with the assertion that learning difficult literary concepts (such as point of view, unfamiliar content) while reading difficult and often unfamiliar content prematurely places too many demands upon middle school and high school students. Young adult literature allows students to address the demands of a new concept while reading more familiar content. One specific technique found to be beneficial when teaching new concepts is the double entry journal, which requires students to write affective responses to readings and to compare such entries with classmates. After discussion with peers and critical analysis of the literature in class discussion, students write a second journal entry synthesizing insights gained from discussion, analysis, readings, and writings.

22. Schimmel, R. S., & Monaghan, C. (1983). Deaf awareness through literature using deaf adults as role models. American Annals of the Deaf, 128(7), 890-93.

This literature program promotes students' language development, positive self-concept, and mental health skills through fluent communication with a deaf student adviser who leads weekly discussion/storytelling for students from kindergarten through high school. Teachers report, among other positive effects, that the deaf educator is an excellent role model for classroom teaching techniques.

23. Small, R. C., & Strzepek, J. E. (1988). A casebook for English teachers: Dilemmas and decisions. Belmont, CA: Wadsworth Publishing Co.

The 33 cases in this book have been carefully designed to present a full and comprehensive examination of the teaching of English language arts. The teaching of literature, language, and composition is explored, as is evaluation, censorship, materials selection, grouping, and a host of other aspects of the teaching of English.

24. Weaver, C. (Ed.). (1981). Using junior novels to develop language and thought: Five integrative teaching guides [Special issue]. Another Day, Another Pineapple.

This monograph consists of teaching guides for five junior novels: Tales of a Fourth Grade Nothing; Mrs. Frisby and the Rats of NIMH; Across Five Aprils; The Lion, the Witch and the Wardrobe; and Harriet the Spy.

25. Woodhead, C. (1982). Dream and waking: Theory and practice in the teaching of literature. Use of English, 33(2), 3-15.

Woodhead suggests that any attempt that the teacher makes to create a lesson where the student can engage the text runs directly counter to the whole drift of the secondary school curriculum as it exists today.

26. Wyman, L. (Ed.). (1984). Poetry in the Classroom. Urbana, IL: National Council of Teachers of English.

This book consists of a collection of seventeen articles that deal with the notion that students cannot be "taught" poetry, but can be introduced to it in certain ways and can learn to love it on their own.

Writing and Literature

1. Aronowitz, B. L. (1984). R.S.V.P. another meal at the homesick restaurant: Teaching theme through statement. Exercise Exchange, 29(2), 5-6.

The author suggests giving literature/composition students a set of declarative statements that enable them to define a thematic statement and then write a focused, fully developed analytical essay. The article includes such declarative statements from the novel Dinner at the Homesick Restaurant by Anne Tyler.

2. Daily, S. (1982). A novel approach to composition. English Journal, 71(8), 26-28.

The author recommends using young adult literature to teach composition skills.

3. Gallo, D. R. (1982). Writing from literature. Exercise Exchange, 27(1), 32-34.

An approach to writing for junior high through college writing and literature classes is presented in this brief article. Author's Comment (excerpt): "Writing from literature, instead of only about literature, can provide creative approaches to the study of literary works."

4. Glixon, N. (1987). Robyn's reach: When readers "want" to write. English Journal, 76(7), 62-66.

A former editor of "Scholastic Voice" speculates on why one set of writing assignments, based on reader response to writings by a handicapped teenager, produced such outstanding results. Glixon describes the uncommonly high involvement of student readers, who wrote over 3,000 letters to the author, and undertook classroom writing with enthusiasm and concrete focus.

5. Horner, W. B. (Ed.). (1983). Composition and literature: Bridging the gap. Chicago, IL: University of Chicago Press.

This volume brings together original essays that address the problematic gap between the teaching of writing and the teaching of literature. The essays explore both theoretical and practical aspects of the issues that underlie the decline in students' writing skills.

6. Kahn, E., Calhoun, C., & Johannessen, L. R. (1984). Writing about literature. Urbana, IL: ERIC/RCS and National Council of Teachers of English.

   The authors present a set of sequences designed to teach students to support an interpretation, explicate an implied relationship, and analyze an author's generalizations. They provide a series of handouts which help students develop the skills of analysis and persuasion that are essential to writing about literature.

7. Matthews, D. (Ed.). (1985). Writing assignments based on literary works. Urbana, IL: National Council of Teachers of English.

   This collection of classroom-tested writing assignments offers innovative ideas for teaching a variety of literary works. The assignments focus on several different genres, including English classics, American novels, short stories, and poetry. The emphasis of the assignments ranges from understanding and mastering point of view, to learning to decipher multiple narratives.

8. Spinner, B. T. (1986, November). Re-vision: The student as poet. Paper presented at the Annual Meeting of the National Council of Teachers of English, San Antonio, TX. (ERIC Document Reproduction Service No. ED 290 170)

   Intended to provide teachers of poetry with both inspiration and teaching advice, this paper explains how one teacher developed a method for teaching poetry successfully in high school.

9. Taberski, S. (1987). From fake to fiction: Young children learn about writing fiction. Language Arts, 64(6), 586-96.

   Taberski presents five strategies for helping elementary school students learn to write fiction: (1) stress topic selection; (2) use literature to teach fiction writing; (3) stress main character change or problem solving; (4) emphasize reality-based stories; and (5) encourage students to research their fiction.

10. Tiedt, I. M. (1981, April). La dictee: An effective method for teaching writing. Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School, Portland, OR. (ERIC Document Reproduction Service No. ED 200 968)

    "La dictee" is an effective, time-tested strategy for teaching writing based on the French method of writing from dictation. In addition to writing, "la dictee" incorporates thinking, listening, and speaking skills; relies on literature to provide instructional material; and stresses the interrelationships between reading and writing.

11. Tsujimoto, J. I. (1988). Teaching poetry writing to adolescents. Urbana, IL: National Council of Teachers of English.

The author believes that poetry can be an outlet for expressing the strong emotions of adolescence, and that the teacher's role is to inspire students to write poetry by reading aloud exemplary student works. This book offers not only teaching designs, but also 18 different poetry assignments that the author has created and used successfully in the classroom.

12. Wentworth, M. (1987). Writing in the literature class. Journal of Teaching Writing, 6(1), 155-62.

Wentworth notes that when students are assigned writing topics requiring sophisticated reading, they circumvent interpretation by rewriting the text in their personal idiom. He suggests that since meaning is discovered through process, students should be given numerous opportunities to respond to the same text. This article offers several kinds of response activities.